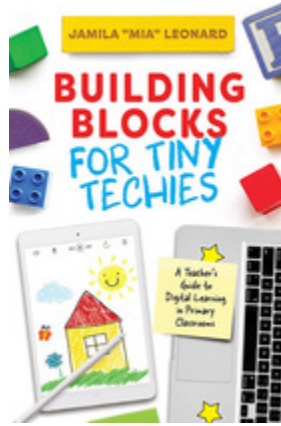# Building Blocks for Tiny Techies Facilitator Guide
3 Contact Hours

This facilitator guide supports a book study group reading specific chapters over an eight-week period. The suggested timeline of eight weeks can be changed based on the needs of your group. Lessons within the class correlate with the book's chapters. The facilitator should plan to spend about 45 minutes for each week's meeting.

Professional Learning Book Study Tasks

Participants in the Building Blocks for Tiny Techies class will complete nine tasks:
- Find the professional learning eBook, *Building Blocks for Tiny Techies*, on the INFOhio website: www.infohio.org.
- Create an Open Space account and join the group, Professional Learning Book Study: Building Blocks for Tiny Techies.
- After reading each chapter in the eBook, use each lesson to reflect on your learning.
- Use the Book Study Notes Template in the Introduction lesson to keep track of what you have learned.
- Use discussion questions from each lesson to dive deeper into the content.
- Share your reflections about the discussion questions in the Professional Learning Book Study: Building Blocks for Tiny Techies group in Open Space.
- Complete Pause and Do activities to support classroom integration.
- Reflect on learning by reviewing the Self-Assessments checklist.
- Take a final quiz for a contact-hour certificate.

In this class, you will work through lessons that support each chapter in the eBook. Each lesson may include a Chapter Recap, INFOhio Suggests activity, Pause and Do activity, and Reflecting on Your Learning question. Below is a description of each lesson and a suggested timeline. Plan for 45 minutes each time the book study group meets.

Week 1: Getting Started, Foreword, and Introduction

Getting Started

Welcome to the Building Blocks for Tiny Techies Class

- Review the book study tasks and the course overview.

Using Open Space Groups

- Join the [Professional Learning Book Study: Building Blocks for Tiny Techies](#) group in Open Space. In this group, discuss and reflect on the integration of this resource into the classroom with like-minded educators.
- Take time to explore the Open Space group and review the Discussion questions posted in the group.

Foreword and Introduction

Foreword & Introduction

Chapter Recap

- Watch the TEDx Talk and think about the questions shared in the introduction about using technology in your classroom.

Pause and Do

- Have each participant make a copy of the Book Study Notes Template. While reading the book, use the Book Study Notes Template and think about the questions the author shares as the starting off point.

Reflecting on Your Learning

- In the Open Space group, find the *Foreword* question under the Discussions tab and respond to this quote, "Digital tools—now a pervasive part of our society—can enhance positive growth for early learners."

Week 2: Chapters 1 and 2

Part I: Setting Up the Classroom and Preparing Kids to Work Together

Chapter 1 Getting Started: Activating Systems, Building Routines

Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - Does your district provide 1:1 devices for students?
  - Do you have classroom technology roles in place?
  - What did you find most important that was shared in this chapter?

INFOhio Suggests
- Choose one of the suggested online safety picture books. Look at it together as a group:
  - *Online Safety*
  - *Being a Team Player Online*
  - *Staying Safe Online*
  - *Building a Digital Footprint*
- Ask participants to choose one of these suggested resources that would work best for them in an upcoming lesson. How will they use it? What questions do they have?

Reflecting on Your Learning
- In the Open Space group, find the *Chapter 1* question under the Discussions tab and answer the question, "What are some non-negotiables that you currently have or want to have in your classroom when using technology?"

Chapter 2 Working Together: Fun Ways to Collaborate in the Classroom
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - How important is collaboration to you?
  - Do you have a buddy classroom in mind that you could work with?

Pause and Do
- Project the BookFlix book, *My Garden* to the book study group and watch it together.
- How could you use this story in your classroom? Could you work with a buddy classroom and have students create their own version of a garden together?

Reflecting on Your Learning
- Focus your discussion on question 2, out of the ideas shared in this chapter, which could you most likely implement in your classroom?

Week 3: Chapters 3, 4, and 5

Part II: It's All About the Apps
Chapters 3 and 4 Choosing the Right Apps
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - What are the four Cs, and why are they important to include in your lessons?
  - Do you have apps that you already use in the classroom? If so, what are they?

- o Have you tried any of the apps that the author suggests? If so, which ones worked the best for your students?

Pause and Do
- Project INFOhio's Early Learning Portal to the whole group. Browse the resource and its elements.
- Ask participants to browse the Early Learning Portal with a partner and share what apps or websites they found that would work with their students.

Reflecting on Your Learning
- Discuss the first question as a group. What apps do you think you could use in your classroom?

Chapter 5 Time to Get Googley: Easy Activities with Google Apps
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
    - o How do you use Google in your school district?
    - o Are there specific Google Apps that you've used with your students?

Pause and Do
- Project World Book Early Learning to the whole group. Share the fairy tales section with participants.
- Ask each participant to choose a fairy tale and use the template to write their own version.
- Is this something that you could see yourself doing with your students? Why or why not?

Reflecting on Your Learning
- In the Open Space group, find the *Chapter 5* question under the Discussions tab. Discuss the question as a group and then direct participants to respond individually to the question in the Open Space group.

Week 4: Chapter 6-9

Part III: More Amazing Tech Tools for Innovative Teaching
Chapter 6 Flipped Lessons: Spinning the Cloned Classroom Technique
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:

- o Have you ever recorded videos of yourself to help students with understanding a concept? Or have you used video for an entire lesson?
- o The author shares three simple tips for creating videos for early learners. Do you have any additional tips or ideas?

Pause and Do
- Project Educator Tools and show the group the different filters you can use to find the content you need.
- Do some searches or browse Educator Tools. Share with the group what you find.

Reflecting on Your Learning
- In the Open Space group, find the *Chapter 6* question under the Discussions tab. Discuss the first question as a group and then direct participants to respond individually to the question in the Open Space group. What supplemental materials did you find in Educator Tools that can support learning in your classroom?

Chapter 7 Optimizing Social Media: Connect with Current Events
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - o Do you use social media in your classroom? Why or why not?
  - o What are the benefits to using social media in the classroom as explained by the author?

Reflecting on Your Learning
- What student learning would be important to promote on social media?

Chapters 8 and 9 Engage Learning Prereaders with Digitized Learning Centers
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - o The author shares some simple ideas for using QR codes in the classroom. Have you ever used QR codes? If so, what was the purpose? Did it make it easier for students to access the content?
  - o What activity ideas for centers would you use in your classroom?

Pause and Do
- As a whole group, review the article shared in this lesson, Sharing Premium Content from INFOhio: What Link Do I Use? This article features directions for using the correct link to share eBooks and instructional materials for each INFOhio resource.
- Divide the participants up into three groups. Assign each group one of the following INFOhio resources: BookFlix, Highlights Library, or Capstone Interactive eBooks.

- Ask each group to choose to share an entire resource with students or an individual eBook. Once they have picked, practice creating a QR code with one of the QR code creators shared in chapter 8.

Reflecting on Your Learning

- In the Open Space group, find the *Chapter 9* question under the Discussions tab. Discuss the first question as a group and then have participants respond individually to the question in the Open Space group. Is your school already 1:1? If so, were you overwhelmed initially when using devices with your students? How did you overcome this?

Week 5: Chapters 10-13

Chapter 10 Teaching Code to Tiny Techies: It's Easier than You Think
Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - Have you ever had students in your classroom do any coding lessons? If so, how did students respond?
  - What are some offline coding activities that you can use to help students begin to break down problems and understand something in smaller steps?

INFOhio Suggests

- Choose one of the picture books about coding from INFOhio. Project the eBook to the whole group and share ideas of how you could use it in the classroom.
- Choose one of the lesson plans from Open Space. Project the lesson to the whole group and discuss the pros and cons of the lesson.

Reflecting on Your Learning

- Why is it important to teach young children coding?
- Think about the coding activities that were shared by the author. What coding activities could you use in your classroom?

Chapters 11 and 12 Using Videos in the Classroom
Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - Have you used videos in your classroom to support learning? Share an example of a video that you used that worked well and helped students understand the concepts being taught.

- o Do you have the tools you need to support having students create their own videos? If so, how did you accomplish this? If not, what do you need to help support this?

Pause and Do
- Project Educator Tools to the whole group. Show how to filter a search to the Item Type, Videos.
- Ask participants to work with a partner and browse Educator Tools together. Find educational videos to support an upcoming learning topic and share with the whole group.

Reflecting on Your Learning
- In the Open Space group, find the *Chapter 12* question under the Discussions tab. Direct participants to respond to the question and share the video they found in Educator Tools and how they will use it in the classroom.

Chapter 13 Build Comprehension with Visual Tracking: Visualize, Jot, Draw
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - o What are your memories of learning to read?
  - o How can technology impact phonemic awareness, phonics, and comprehension? What strategies does the author share?
  - o What metacognition strategies do you use for students when reading print text? Will these also work for reading digital text?
  - o Which digital tool for notes would you try first?

INFOhio Suggests
- Choose one of the suggested resources. Look at it together as a group:
  - o Draw and Tell
  - o Google Drawing
  - o Building Reading Comprehension Through Think Alouds
- Ask participants to choose one that would work best for them in an upcoming lesson. How will they use it? What questions do they have? What tips do other participants have?

Pause and Do
- Read the "Reading Rockets" article. Using one of the resources suggested, discuss how to implement the strategies for comprehension. For example, how can students use Draw and Tell to predict or summarize what they read?

Reflecting on Your Learning

- Share your answers from Pause and Do with colleagues to support other educators as they explore better ways to integrate technology.

Week 6: Chapters 14-17

Part IV: From Core Curriculum to the Moon

Chapter 14 Justice and Activism: Use Technology to Amplify Student Voices

Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
    - What are examples of times you have seen your early learners display an innate sense of fairness?
    - Share lessons you have used to teach students about empathy, tolerance, or respect for others.
    - How has technology been a way for you to glimpse the experiences of others?
    - Share social justice issues relevant for your classroom (standards-aligned).
    - Share picture books that will help with social justice lessons.

INFOhio Suggests

- Review the eBooks from INFOhio about activists.
    - Which ones work best for your class/topics/standards?
    - How would you use this book in the classroom? What is the best way to present it to your students?
    - How can you use technology to help the students interact with the eBook? What apps or tools from this book would you use?

Reflecting on Your Learning

- Discuss question two. Which project can you plan for your classroom? Can you collaborate with another teacher? How can you support each other in the process?

Chapters 15 and 16 Enhancing Math and Science with Digital Resources

Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
    - What are some examples of digital math or digital science activities that you are already using in your classroom?
    - What are some math and science activities that the author shares that you would like to emulate in your classroom?

INFOhio Suggests
- Review the eBooks and videos about math.
  - Which ones work best for your class/topics/standards?
  - How would you use this book or video in the classroom? What is the best way to present it to students?
- Review the eBooks and videos about science from Open Space and INFOhio's purchased and licensed content.
  - Which ones work best for your class/topics/standards?
  - How would you use this book or video in the classroom? What is the best way to present it to students?

Reflecting on Your Learning
- In the Open Space group, find the *Chapter 16* question under the Discussions tab.
- Project the Open Space homepage and share with the whole group. Show how to do keyword searches and use filters in Open Space to find instructional materials for your classroom.
- In the *Chapter 16* question, have each participant share a lesson they found from Open Space that will work for an upcoming topic in math or science.

Chapter 17 Independent Inquiry: Let Children Navigate Their Own Learning
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - The author provides a lot of tips for "keeping inquiry in the hands of tiny techies." Out of the tips shared, which ones do you find the most important for your students?
  - Share examples of when curiosity has been a catalyst for learning in your classroom.

Pause and Do
- Project the lesson from the What is Inquiry? class with the whole group. Place participants in small groups and divide the articles up in the lesson, one article for each group.
- Have each group read and summarize the articles together and then share what they have learned with the whole group.

Reflecting on Your Learning
- How are you already modeling the use of inquiry in your classroom?

Week 7: Chapters 18-21

Chapter 18 Put a Spark in Writing, Write, Print, and Publish
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - How are you already teaching writing in your classroom? What are some examples of how students have shown growth in writing?
  - Do you already have students recreating their writing in a digital format? If so, what tool are you using?

INFOhio Suggests
- Review the resources shared for informational and creative writing.
- Which resource will work best for your students?

Chapters 19 and 20 Digital Storytelling
Chapter Recap
- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
  - The author provides many reading response ideas. Have you used any of these ideas already in your classroom? Which ideas will work best for your students?
  - How do you give student choices in their reading selections?

INFOhio Suggests
- Browse BookFlix, Capstone Interactive eBooks, and Highlights Library. Which library of eBooks do you think would work well for your students?
- Browse the reading response resources from Open Space. Out of the three, which one do you think would work the best for your students?

Pause and Do
- Project one of the Book Nook book trailers and share it with the whole group.
- Would creating a book review in a book trailer format be an activity in which your students would be engaged?

Reflecting on Your Learning
- Ask each participant to read the blog post linked in the lesson, More Google Forms for Little Learners: Empowering Our Littlest Learners.
- The blog author shares two examples for a digital listening center. Which example do they think would work better in their classroom?

Chapter 21 Zooming Out: Great Ideas for End-of-the-year Projects

Chapter Recap

- Discuss the main takeaways from the Chapter Recap.
- Sample discussion starters:
    - What meaningful learning activities do you plan to do at the end-of-the-year?
    - Out of the ideas that the author suggests for end-of-the-year technology projects, which one do you think would work best for your students? Which project would help students the most?

INFOhio Suggests

- Review the eBooks shared about grit, determination, and achieving goals.
- How can you help your students achieve goals and reflect on their learning?

Reflecting on Your Learning

- In the Open Space group, find the *Chapter 21* question under the Discussions tab. Share the ideas from the book that will help you empower students with technology. Then post individually to the Open Space group.

Week 8: Self-Assessments and Contact Hour Quiz and Certificate

Checking Your Learning

Self-Assessments

Checking Your Learning

- Ask each participant to use the checklist to determine if they have met the tasks embedded in the class.
- Ask each participant to review their copy of the Book Study Notes Template and reflect on their learning.

Contact Hour Quiz and Certificate

- Take a quiz to earn a certificate for three contact hours.